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Courier

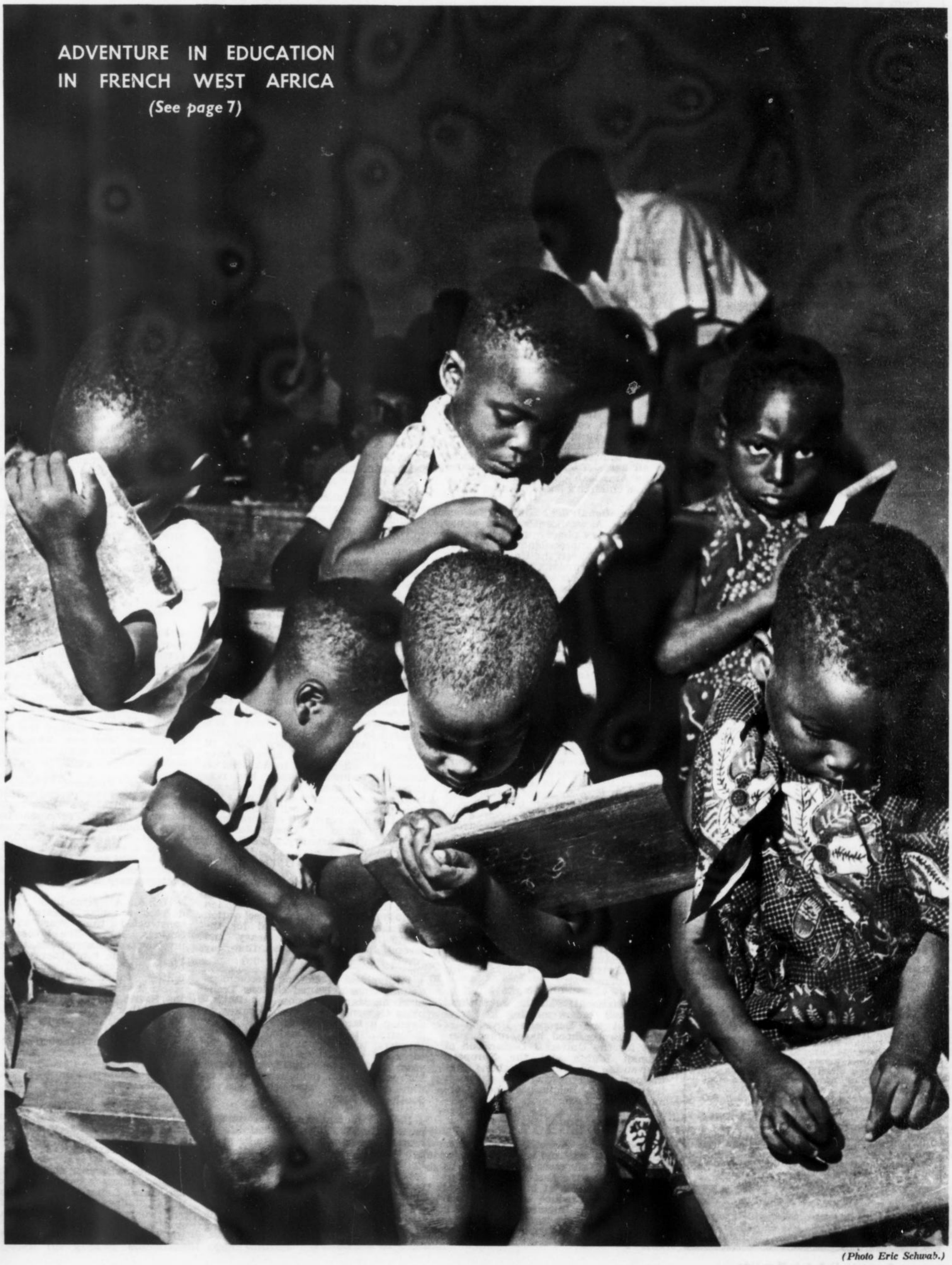
PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Price : 20 cents (U.S.). 1 shilling (U.K.) or 50 Fr. (FRANCE).

VOLUME VI. — N° 1. — JANUARY 1953

ADVENTURE IN EDUCATION IN FRENCH WEST AFRICA

(See page 7)



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Courier

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Imp. GEORGES LANG, 11, rue Curial, Paris.

MC. 52 I 67 A.

SUBSCRIPTIONS

Yearly subscription: $2; 10s 6d; 500 French francs. Sales agents are listed below. Where none is listed, write to Unesco, Paris.

Argentina: Editorial Sudamericana, S.A., Alsina 500, Buenos Aires.
Associated States of Cambodia, Laos and Viet-Nam: K. Chantarith, C.C.R., 38, rue Van Vollenhoven, Phnom-Penh.
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U.S.A.: Columbia University Press, 2960 Broadway, New York.
Uruguay: Centro de Cooperacion Cientifica para la America Latina, Unesco Bulevar Artigas 1320, Montevideo.
Yugoslavia: Jugoslovenska Knjiga, Marsala Tita 23/11 Belgrade.

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Manhattan Printing Co., New York

FROM THE UNESCO NEWS ROOM...

★ **France:** After next July, residents of France will be able to subscribe to foreign newspapers and magazines through their own local post offices, and in their own currency. This procedure was first conceived in 1947 by the Universal Postal Union (UPU). It also permitted dispatch of the publications at low postal rates. The service was only, however, effectively applied by Austria, Belgium, Denmark, the Federal Republic of Germany, Finland, Italy, Luxembourg, French Morocco, the Netherlands, Norway, Portugal, Sweden and Switzerland. When the Universal Postal Congress met at Brussels last July, it adopted a proposal, inspired by Unesco's aims for the freer flow of information, whereby the scheme was broadened and simplified. Under these liberalized arrangements, residents in a participating country will, in general, be able to subscribe to publications of any other country taking part in the exchange.

★ **India:** Assam has introduced compulsory social work in its secondary schools. From now on, 250,000 students and 8,000 teachers will visit villages every Saturday to do social work. The primary object of this programme is to impress upon villagers the importance of clean and healthy living. Students, teachers and villagers will tackle the cleaning of villages and their surroundings by the digging of ponds, making compost, and assisting in the construction of houses.

★ **Norway:** Bergen is to hold an international festival of music and dramatic art from June 1 to 15 under the patronage of King Haakon. It will be dedicated to the memory of Edvard Grieg, who was born in Bergen in 1843. In addition to concerts, there will be plays and folk music and dancing recitals. The festival will coincide with the conference of the International Confederation of Authors' and Composers' Societies, which, under the presidency of Arthur Honegger, includes writers and composers from 54 countries.

★ **United States:** America has been celebrating children's book week. Parents, teachers and book-sellers all over the country arranged festivals and book fairs for the event. In Washington educational and literary groups, in co-operation with a local newspaper, assembled an attractive display of over 2,000 books for children of all ages. Their selections included many American childhood classics, as well as children's books of other lands.

★ **International:** The United Nations Technical Assistance Programme has entered a new phase with the conclusion of an unprecedented three-way agreement between the United Nations and the Governments of Norway and India. Under this agreement the Norwegian Government will provide 10,000,000 Kroner ($1,400,000) for various technical assistance projects in India, including the development of industries, improvement of agriculture and road construction. The Norwegian people will be asked to contribute an equal amount through a public campaign. The Indian Government will also provide funds for the carrying out of agreed projects, and the United Nations will contribute technical assistance.

★ **Italy:** To refer to Oslo, Italy, will soon no longer be a sign of ignorance or carelessness. A village now being built near Rovigo, in the Italian province of Venezia, is to bear that name—because it is to consist of prefabricated houses from Norway brought with contributions which the Norwegian Red Cross made after the disastrous floods in the Po Valley.

★ **Norway:** Oslo's new student town can now accommodate 350 students. When completed, it will house 1,200. The work is financed by contributions and by municipalities throughout Norway which, in this way, secure accommodation for students from their districts who go to Oslo to study. An art collector, Rolf Sternerson, has given his collection of modern Norwegian art, comprising over 600 works, to this new student town.

★ **International:** Catholic, Jewish and Protestant leaders meeting in Strasbourg at the European Division of World Brotherhood have urged support for the Universal Declaration of Human Rights and the European Convention on Human Rights. Taking part in the meeting were delegates from Austria, Belgium, France, Germany, Italy, Luxembourg, the Netherlands, Switzerland, the United Kingdom and the United States.

★ **East Africa:** A college for higher education in arts and science, open to students of all races and creeds, is being built by the East African Indian National Congress at Mwanza, capital of the Lake Province of Tanganyika. It will also be a memorial to Gandhi, and leading figures in Kenya, Uganda, Tanganyika and Zanzibar have helped in its planning.

★ **United Nations:** Women in 23 countries have been granted full or limited political rights since the United Nations Charter was signed in 1945, according to the latest United Nations annual report. There are now 57 nations that grant women equal voting rights with men.

★ **International:** An international survey on foreign news reporting and presentation has been launched by the International Press Institute, to discover what one country least knows about another. The Institute hopes to be able to recommend methods in news presentation most likely to increase understanding between nations.

★ **Turkey:** Some 620 more primary schools have recently been opened in Turkey, raising school registration to more than 1,500,000 students. This is one of several educational and cultural achievements reported by the Turkish Government to the Unesco General Conference, which ended last month. The report also noted that £9,000,000 is being spent on building still more rural schools, and that several adult educational courses have been launched in the villages. The Government has organized special conferences, film shows and radio broadcasts as part of this rural educational programme.

50,000,000 ASIANS LACK VOCATIONAL TRAINING FACILITIES

No fewer than 50,000,000 young people in Asia lack facilities for vocational training and employment, according to an International Labour Organization report prepared for a conference on the needs of Asian youth, held from December 1 to 10 in Kandy, Ceylon. Delegates discussed such questions as the role of Asia's youth in industry and agriculture, vocational training, child labour, and the connection between Fundamental Education or compulsory schooling programmes and training Asia's youth for employment.

★ **Far East:** Fuller use of such substitute housing materials as bamboo and secondary wood species for Asia's housing programmes were strongly recommended at a housing conference organized in New Delhi by the United Nations Economic Commission for Asia and the Far East. Several other methods were recommended for reducing building costs and finding solutions for Asia's severe housing problems. Attending the conference were representatives from the United Nations and such Specialized Agencies as Unesco, FAO and WHO.

★ **Unesco:** Burma became the first country to be assisted by UNUM Gift Coupons—a new Unesco form of international currency—when a stock of these coupons was purchased by the Dutch World University Service and donated to the war-damaged University of Rangoon. Earlier types of Unesco Gift Coupons already have benefitted educational institutions in some 29 countries. Japan has now joined the Unesco Coupon scheme, both as a buyer and as a supplier of educational and scientific materials, and $100,000 worth of coupons have been earmarked by Unesco for circulation in that country.

★ **United Nations:** The United Nations postal administration has made its second commemorative issue—a blue and green postage stamp which will mark the General Assembly's adoption in 1948 of the Universal Declaration of Human Rights. Demand for the stamp has proved very heavy, and several hundred thousand first day covers were sold.

★ **Philippines:** Following recommendations from a United Nations Technical Assistance Mission, the Philippines Government is now planning to develop a large scale pulp and paper industry. It is estimated that, in 15 years, the Philippines will be able to export 400,000 tons of wood pulp a year. This new industry will help improve Filipino living standards, as well as easing paper shortages in South-East Asia.

★ **Unesco:** A detailed survey of women's participation in the political life of four European countries is to be made by the International Association of Political Science. The survey will be sponsored by Unesco as part of its campaign to further the realization of the principales of the Universal Declaration of Human Rights. Plans for the study were completed recently by a committee of social scientists meeting at Unesco House in Paris.

★ **Czechoslovakia:** A school for training puppeteers has been opened at the Prague Academy for Musical and Dramatic Art. Offering a four-year course in this neglected art, the school is said to be the first of its kind in the world.

★ **International:** The United Nations Children's Emergency Fund has approved a $7,000,000 programme for maternal and child-care projects in 31 countries. A large share of the money will be spent to help children in Asia. Funds have also been provided for assistance programmes in the Middle East, Latin American and Europe.

★ **France:** Paris shop windows last month featured artistic displays on international cultural themes in honour of Unesco's General Conference in the French capital. Another Paris event honouring the Conference was an international exhibition of children's books at the Bibliothèque Nationale. Organized by the French National Commission for Unesco, it displayed the best books for young children now being published in 35 countries. A special section grouped works that foster better international understanding.

★ **International:** Eight European countries, as well as India, Canada and the United States, took part in the second international art film festival in New York. The purpose of the festival was to increase production and distribution of films on art throughout the world.

★ **Netherlands:** Noordeinde, the former Royal Palace at The Hague, has opened its doors to students from all over the world. Now turned into the Institute of Social Studies, it concentrates mainly on research and training in public administration. Among the diversified student body are people from India, Pakistan, Indonesia, Ceylon, Iraq, Israel and Lebanon. Courses are given in a number of languages.

★ **International :** An international conference on the problems of education in relation to the mental health of Europe's children was held last month in Paris. Organized by Unesco in collaboration with the World Health Organization and the United Nations Division of Social Affairs, it set out to discover how and where Europe's educational systems present special points of strain to children, and where, on the other hand, they offer real opportunities for improving mental health.

★ **Latin America:** The Ministry of Education of Peru has appointed a commission to organize the first Latin-American Theatre Conference, which is to take place this year in Lima. Main aims will be the establishment of a Latin-American Theatre Institute, organization of theatre festivals, audience and player training and education, censorship and children's theatres.

★ **France:** To obtain practical experience, building trade students in the French town of Felletin have built their own school. Under the supervision of instructors, they erected the framework and built interior walls, staircases and workshops, as well as doing the necessary paintwork. Their studies at the new school, through which they will perfect the practical experience they have already gained, will range from stone cutting to lock making.

★ **Unesco:** Professor Claude Lévi-Strauss, the French social scientist and anthropologist, has been appointed Secretary to the Provisional International Council of Social Sciences. The Council was set up recently under Unesco auspices to encourage the progress of the social sciences, and their application to the main problems of contemporary life.

★ **U.S.A.:** A large-scale laboratory devoted to solar research is to be constructed this year in Yellow Springs, Ohio. The laboratory will investigate photosynthesis, the process by which the sun's energy is utilized by plants, and will study its possibilities to help humanity. Solar research work is also going on in India, the Soviet Union, Great Britain and many other countries. Investigations are concentrating both on photosynthesis and the conversion of the sun's energy into industrial and domestic heating.

★ **International:** Almost a thousand observers and delegates from North America, Europe and Asia attended an international conference of Social Work in Madras, India last month. Their main theme was the role of social service in raising living standards in underdeveloped areas.

★ **Mexico:** Seventy-eight centres to combat illiteracy have been created in the Otomi Indian villages of the Mezquital Valley. Three thousand men and women are attending the courses and learning to improve their working and living conditions.

After four years of creative leadership

JAIME TORRES BODET LEAVES UNESCO

MR. JAIME TORRES BODET, Director-General of Unesco since 1948, has resigned his post. He announced his decision to leave on November 22, 1952, during the seventh session of the General Conference of Unesco which was meeting in Paris. His resignation went into effect on December 1, and Dr. John W. Taylor, Deputy-Director, was appointed Acting Director-General until the naming of a new Unesco head, probably in April or May.

Mr. Torres Bodet's resignation, which followed the General Conference discussion on the provisional budget ceiling for 1953-54, was accepted by the delegates of Unesco's Member States with expressions of profound regret. Unanimously, the Conference adopted a resolution paying tribute to the departing Director-General "for four years of creative leadership of Unesco".

Mr. Torres Bodet, the resolution declared, "has rendered in every way the most admirable services, to develop with his tireless devotion and energy and with all his great talent, education, science and culture among all the Member States of Unesco.

"'Thanks to his great leadership, our Organization has developed in a few years as a bastion of peace and a modern symbol of international co-operation, and of the advance of all races towards a future of agreement and happiness."

"It was with profound regret that the Conference learned of the irrevocable decision of the Director-General, Mr. Jaime Torres Bodet, to submit his resignation; and the Conference wishes to pay a deep and genuine tribute to him for four years of creative leadership of Unesco."

During his "four years of creative leadership" Mr. Torres Bodet saw Unesco grow from an organization of 46 Member States in 1948 to 68 in 1952. He saw its action and influence extend across frontiers to increasing numbers of men and women in the various fields of human thought: in the arts, in education, in the sciences.

He saw the Unesco ideals and the Unesco principles assume deeper significance for the ordinary man in the street and among young people in different parts of the world.

Under his leadership, he saw Unesco embark on one of its boldest and most far-reaching enterprises: a programme to help half the population of the globe who are the victims of ignorance and illiteracy to achieve a higher standard of living by providing them with at least a minimum of general, technical and civic education now known as fundamental education.

The opening, at Patzcuaro (Mexico) in 1951, of the first of a world-wide network of Fundamental Education laboratories and training centres, marked one of the significant milestones in this programme.

During the past four years, Mr. Torres Bodet saw Unesco assume leadership in a world campaign for free and compulsory primary education; in a scientific campaign against racial prejudice; in a campaign which helped in alleviating the world's newsprint crisis; in a campaign for greater educational opportunities for workers through increased fellowships and study tours and the formation of an International Centre of Workers' Education in France.

He saw Unesco assume leadership in the difficult task of unifying the conflicting Braille systems of writing for the 7,000,000 blind people of the world, which ultimately led to the creation last year of the first World Braille Council.

As Director-General, he guided the day-to-day efforts which culminated in the drafting of the first Universal Copyright Convention, now signed by 35 countries; in the establishment of the first European Council for a nuclear research centre to serve the cause of peace; and in the drafting of an agreement abolishing many import duties on educational, scientific and cultural materials. This agreement, which eliminates some of the serious obstacles to the movement of ideas between countries, has now entered into force in 13 countries.

Today, the effect of Unesco's practical efforts is felt in almost every Member State of the Organization, whether it be in the training of industrial workers in Guatemala or the improvement of harbour installations in India; the modernizing of a school system in Thailand or the training of badly-needed science teachers in Liberia; the showing of a travelling exhibition of art reproductions in Peru or an exhibition on the Universal Declaration of Human Rights in France; the development of library services in Turkey or aid in desert research work in Israel and Pakistan; the purchase of $75,000 worth of Unesco Gift Coupons by 500,000 school children and other groups in seven countries, or the issuing of $2,500,000 worth of Unesco Book Coupons in 30 countries.

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These are but a very few of the achievements of Unesco during the four years of Mr. Torres Bodet's leadership. They were made possible by the devotion, the deep inspiration and great dynamism of Unesco's Director-General, by the faith and sincerity of Unesco's Member States, and the combined efforts of hundreds of thousands of men and women throughout the world who believe that the progress of mankind and the cause of peace and understanding between peoples can effectively be fostered through education, science and culture.

Thus, this moment in the history of Unesco when Mr. Torres Bodet resigned is marked by sadness and regret, but also by hope and regard toward the future. This is the deep significance of the homage paid to the departing Director-General by the delegates at the General Conference last November, when they spoke in the name of the different cultural, linguistic and geographical regions of the world which make up Unesco.

"Unesco is the conscience of the people", M. Paul Montel of France said, quoting the words of the French Minister of Education. "For four years, Mr. Torres Bodet has embodied the conscience of Unesco."

In the final words of the resolution unanimously adopted by the delegates representing the Member States of Unesco, the General Conference wished to express its deep conviction "that the devoted and indispensable services which Mr. Torres Bodet has rendered to peace, security and social progress will be an inspiration to all those in the Organization and within Member States who will endeavour to continue the splendid work on behalf of international understanding and solidarity which he has so ably and self-sacrificingly carried out."

It is this same regard for the future and the continued success of Unesco that Mr. Torres Bodet himself expressed in his final words to the General Conference:

"May Unesco one day develop its programme as we who had the privilege of being present at its birth in London, in 1945, dreamed that it might. And notwithstanding all obstacles, may peace assure for the world, through education, science and culture, a destiny worthy of mankind."

Before his election as Director-General, Mr. Torres Bodet was well known in his native country of Mexico, in Latin America generally, and in many other countries, as a man of broad and comprehensive culture. Before he was 23, he had published five volumes of verse and had won himself a secure place as a poet of importance.

While still in his twenties, he occupied the Chair of French Literature at the University of Mexico. During this period, his literary work had become still more widely known and when, in 1929, he entered the Foreign Service of his country as Secretary to the Mexican Legation in Madrid, he was already regarded as one of the foremost literary figures of the New World. His literary and diplomatic careers advanced harmoniously, winning for him the respect of critics and of diplomats in many countries.

A new phase began with his appointment as Minister of Education in 1943. While serving in this capacity, he began a campaign for mass literacy which led to the establishment of more than 60,000 collective teaching centres in Mexico, staffed largely by volunteers—professional teachers, industrialists, farmers, landowners and even new literates.

By this means and by ambitious programmes for school building and teacher training, he helped launch his country on a crusade for basic education, under the slogan "Each one teach one." In the course of two years, more than 1,200,000 Mexicans were taught to read and write.

While still Minister of Education, Mr. Torres Bodet led his country's delegation to a meeting of the Unesco Preparatory Commission in London, in November 1945, and was one of the signatories of the Constitution of Unesco.

On his appointment the following year as Foreign Minister of Mexico, he won distinctions from his country and from various international organizations. Finally, in 1948, he was chosen as Director-General of Unesco, to succeed Dr. Julian Huxley, Unesco's first Director-General.

LETTER TO A SCHOOLBOY on Unesco's General Conference

YOUR school club, you say, wants you to give a short talk on "Unesco and its recent General Conference" and you ask me to tell you what you could say about this Conference which ended a few weeks ago.

Frankly, your question calls for more than a brief answer and my reply to you may be rather long. I think there are a few basic facts you might want to note down from the start.

I ought to begin by explaining that the General Conference is the chief governing body of Unesco and in the past has met once a year either in Paris or some other capital city. It is the General Conference which decides on all matters concerning the policy of Unesco, its programme and its budget. Each of the countries belonging to Unesco can send official delegates to the Conference, and each nation has one vote.

As you know, the recent General Conference was held in Paris and lasted from November 12 to December 11. When it opened there were 65 Member States in Unesco; of these, 60 sent a total of 400 official delegates. In addition, various other international organizations, as well as important private and semi-private groups, sent 80 observers who could follow all meetings, but not, of course, vote.

The delegates came to Paris from all parts of the world to decide on many questions concerning Unesco, but principally they met to examine its programme of work and to determine exactly what activities Unesco should undertake in the next two years, and how much money was required to pay for these activities.

The Conference elected as its President, Professor Sarvepalli Radhakrishnan, one of the leading thinkers of modern Asia, who is today Vice-President of the Republic of India. But a few days later, he received a message recalling him to India for urgent matters of State. The Conference then elected the head of the Pakistan delegation, Mr. S. M. Sharif, as Acting President.

After these introductory remarks, I want to tell you something about the new Unesco budget since you specifically asked me to do so. The money to pay for Unesco's activities comes from its Member States, each of which contributes a part of the total, the percentage varying according to countries. In addition, certain sums are also obtained from outside sources, but since they do not affect any member's percentage contribution they are called "non-budgetary income."

For the two years 1953 and 1954, the General Conference voted a Unesco budget of 18 million dollars, adding $ 712,964 from non-budgetary income. But there is a catch to the figure of 18 million dollars. It is the real budget of Unesco in name only. For when they voted this sum the delegates realized that Unesco's *working* budget for the next two years would be really $ 17,056,964. Let me explain why this is so.

As you know, there are always people who fall behind in paying the money they owe. The same is true of countries and governments. From past experience, the General Conference had worked out that 9.2 per cent of a given budget was not received from Member States. It therefore decided that in order to avoid a financial crisis toward the end of every year, only the amount that could be counted on would be spent by Unesco. This explains why only 17 million dollars can be spent instead of 18.

You say you have read in the newspapers about the resignation of Mr. Torres Bodet as Director-General. You know then that his departure followed the discussion by the Conference of the budget for the next two years, and that pending the appointment of his successor next April or May, the Deputy Director-General, Dr. John W. Taylor of the United States, was named Acting Director-General. You also know that the Conference accepted Mr. Torres Bodet's resignation with the sincerest regret and that all the delegates praised his leadership of Unesco during the past four years.

You may have seen that three new members were admitted to Unesco by the Conference—Spain, Nepal and Libya—and that after Poland decided to withdraw from Unesco, the Conference asked the Polish Government to reconsider its decision and join once again in Unesco's work.

You have probably also read that the permanent headquarters of Unesco are to be built not far from the Eiffel Tower of Paris, and that from now on, Unesco's General Conferences will be held every two years instead of every year, the next one in 1954 to take place in Montevideo, Uuruguay.

The information I have given you so far will, I hope, help you in preparing part of your talk, but you will still have to speak about the essential point of the General Conference.

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What is this essential point? Simply this: the programme of Unesco—the programme as it was shaped with infinite precision and exactitude by all the delegates during weeks of careful study, in committee and small group meetings. If you would study this programme it would enable you to measure the work of the Conference, and perhaps more important, the future work of Unesco in 1953 and 1954. For the talk you are preparing for your club, you cannot, of course, and I don't think you will want to, go into any great detail about Unesco's future activities. Here though, are a few things I believe you may be interested to report.

Education will continue to play a major role in the work of Unesco. Unesco will continue to help its member governments to improve their school systems through special missions of educators, technical experts and advisors, as well as by conducting international seminars so that teachers from different countries can exchange their information and techniques.

Half of the people of the earth live in ignorance, poverty and disease. Unesco will continue to help many of its member countries to give their people the "fundamental education" that will enable them to achieve a decent standard of living.

A Fundamental Education Centre to train teachers is soon to be opened near Cairo, Egypt, similar to the one now operating at Patzcuaro, Mexico. Graduates return to their home countries to instruct more Fundamental Education teachers, so that the thousands of men and women who are needed to carry on the fight against poverty and illiteracy can be provided.

Such expressions as "free and compulsory education" "equality of education for women" and "adult education" may make you and the members of your club think of dry, unending scholarly reports. In reality they mean more schools for young Arab refugee children in the desert sands of Palestine, a mission to help Korea rebuild its destroyed school system, and the efforts of ordinary men and women to give the people of Latin America, Africa, the Middle East, and South-East Asia their right to education.

The members of your club, like most people today, are probably interested in science. In your talk you might want to tell them of some of the great scientific questions of our modern world with which Unesco will be dealing in the coming years. There is the work on the Nuclear Research Centre in Europe, which will try to harness atomic energy for peaceful purposes so that it can enrich our daily lives; there is the effort which will be made to find ways of pushing back the frontiers of the deserts and making the semi-desert lands fertile; and then there is the less spectacular but nonetheless important example of the continuing work of the Unesco Science Co-operation Offices which form a network across all the continents to help scientists, industries and universities.

One of the great problems of our troubled times is to forge an instrument capable of bringing nations together, of fostering true collaboration amongst them, and an awareness of their interdependence. This, Unesco has made it its duty to work for in the past and will continue to do in the years ahead. During 1953-54, Unesco will promote a special programme of international discussions dealing with the cultural relations between peoples, bringing together leading thinkers and creative artists. It will pursue its campaign against racial prejudice and for the application of human rights in the different regions of the world, and will continue the social studies it has undertaken on the causes of national and international tensions and on the prevention of conflicts. It will continue to work for the increase of international fellowships and travel possibilities abroad.

In this respect, I believe you will be particularly interested to hear that Unesco will soon launch a new "Travel Coupon Scheme" to make it easier for students, teachers and research workers to study or carry on their work abroad.

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This letter has grown rather long, but I hope I have been able to give you at least a few indications concerning Unesco and its recent General Conference which may help you in preparing your talk.

I think, too, that you will be able to form your own opinion about the "crisis" which you read of in connection with the Conference.

It is true that the discussions during this Conference revealed a great variety of opinions on a number of serious problems; and there were moments when it seemed difficult to reconcile the various viewpoints touching the very principles of the Organization. But as the days went by the delegations succeeded in achieving a unity of purpose and in harmonizing their divergencies.

In his closing speech to the Conference, the Acting President, Mr. Sharif spoke of "the great crisis that was overcome, thanks to the faith in Unesco of the representatives of the Member States and thanks also to their determination that Unesco should pass bravely the temporary hesitations and falterings that are inevitable in the life of any vital, growing and developing Organization."

He went on: "I am happy that the Conference has adopted the resolution presented by the Indian Delegation and supported by the Delegations of the United States and Pakistan. This resolution stresses the immensity and urgency of the task lying ahead and calls upon Member States to increase their efforts for the development of Unesco's work. I sincerely hope that the Member States will recognize the vital importance of Unesco and give it their support in an increasingly greater measure.

"Let us hope that the crisis we underwent has strengthened our inner convictions, for Unesco's vitality will depend on the force of that conviction even more than on any outward action we may take."

I think you would find it fruitful to ponder this address for it might well suggest to you "what you could say about the General Conference". For does it not show that what counts above all is the programme of Unesco, the work that still remains to be done by all of us, including the members of your club and you yourself?

J. M. S.

JOHN W. TAYLOR APPOINTED ACTING HEAD OF UNESCO

FOLLOWING the resignation of Mr. Jaime Torres Bodet, the General Conference of Unesco appointed Dr. John W. Taylor as Acting Director-General of Unesco. Dr. Taylor, who has served Unesco for the last two years as Deputy Director-General, will head Unesco until a new Director-General is appointed by an Extraordinary Session of the Conference, probably next April or May.

A distinguished American educator with international experience, he was born in Covington, Kentucky, 46 years ago, and studied at the universities of Paris, London, Berlin and Vienna, as well as at Columbia University, New York, where he gained his degrees of bachelor of arts, master of arts and doctor of philosophy.

His widespread career as a teacher has included holding various posts at Teachers College and New College, Columbia University; Louisiana State College and the Kaiser Friedrich Realgymnasium, Berlin-Neukolln. He has also been director of foreign study at Columbia University.

After the Second World War, Dr. Taylor served as chief of the education and religious branch of the United States Military Government for Germany. In Africa, he was director of studies of the Military Government School. In England, he was in charge of the United States group preparing plans for German education, in association with the Council of Allied Ministers of Education—the group whose efforts resulted in the establishment of Unesco.

In 1947, Dr. Taylor became president of the University of Louisville, Kentucky, and remained there until he was appointed Deputy Director-General of Unesco from January 1, 1951. Under his administration, the university was the first in the American southern states to suppress the racial barriers to the admission of students. Negroes were allowed into the graduate and professional schools of the university, and plans were made for the acceptance of undergraduate students.

Dr. Taylor is a member of the American Council on Education, the National Education Commission, the American Educational Research Association, the Committee on International Understanding of the Southern University Conference, the Louisville Committee on Foreign Relations and the Council on Christians and Jews.

He is holder of the United States Legion of Merit and the French Legion of Honour.

Following Dr. Torres Bodet's resignation, the General Conference of Unesco instructed the Executive Board of the Organization to invite Member States to suggest the names of people who might be considered as his successor. In addition, it instructed the board to convene an extraordinary session of the General Conference for the election of a new Director-General.

Pakistan subscribes to the Declaration of Human Rights with its insistence on the equality of women, but it has, through religious habit, although not by Koranic precept, the problem of "purdah". There are lady members of parliament, but barely one per cent of the women of Pakistan are literate, and women have in the past been kept out of the country's economic and social life. Here, Tabinda and other Pakistan nursing trainees find new opportunities for emancipation through service.

TABINDA

Symbol of the emancipation of the women of Pakistan

by Ritchie CALDER

TABINDA is nineteen and very lovely. Babanda claims to be a hundred years old and is as ugly as a witch. Like characters in a fable, these two are wrestling together for the lives of the mothers and infants of the Punjab.

Behind Tabinda are the forces of new enlightenment and modern science; behind Babanda is dark superstition and the black arts of spells and potions. One is the trained maternity nurse; the other is a *dai*, or traditional midwife.

Babanda lives in the dim, cave-like recesses of a back-street hovel in Lahore; it just needs the flapping of bats' wings to complete the picture. There she crouches, a toothless crone, her white hair yellowed by smoke and filth, hanging in wisps about her eyes. On a leaf on the dirty clay floor she is mixing a strange concoction for childbed fever. If the baby lives she will claim her reward, so much for a girl, so much more for a boy. If the mother and infant die, it will be "Allah's will", not Babanda's fault. She sneers at modern hygiene and cackles her lies—like the one of how the arm of the infant presented itself first; how she touched the hand with a live coal, so that the baby instantly withdrew it and, five minutes later, arrived normally.

She croaks her ill-will towards girls like Tabinda, shameless hussies going around with naked faces.

For Tabinda is more than a nurse. She is the new emancipated woman of Pakistan. When she arrived at the training school staffed by international sister-

Continued on next page

Teach a woman and you teach a whole family

(Continued from previous page)

tutors of WHO and equipped by Unicef, she wore a *burqua* or hood which covered her head and face. Through its lace visor she glimpsed the world.

Her father has three wives, of whom her mother was the first, and three families. He is a Moslem traditionalist but her mother is not. When he took a girl as his third wife, she moved Tabinda and her elder sister away, to give her daughters the advantages which *purdah* had denied her. One has graduated as a doctor; Tabinda is qualifying as a nurse, to go out into the villages.

When Tabinda raised her *burqua* for the last time and unveiled her beauty, she joined a sisterhood of pioneers. Only five years ago the first Moslem nurse was recruited to a hospital in Lahore. Before, in pre-partition days, nurses were mainly white girls or Christian Indians. Since maternity nursing is "pollution" and midwives less than the Sweeper Caste, Hindus were infrequent in that branch of nursing. Segregation and *purdah* which strictly applied means that no Moslem woman should reveal her face to any man except her husband (and for the first time to her bridegroom at the wedding) kept Moslem women out of nursing and the medical profession generally.

These things are changing. The violent upheaval of partition which meant the movement of millions of refugees in and out of Pakistan, created a volume of human misery and a need for desperate measures. Refugees arrived wounded, without food and without clothes. Then the women of Pakistan who had never had an opportunity of going out and doing any social service, rallied. Although they were not trained they volunteered in their thousands—mothers, grandmothers and daughters went into the refugee camps. At the same time, Pakistan women formed a para-military organization in which they drilled and trained to act in self-defence. A nursing service on a voluntary basis was started and these part-trained volunteers now give regular help in the hospitals.

In addition, a college for women doctors was opened in conjunction with the Fatima Hospital at Lahore where 260 women are in training for their degree in medecine. Women patients must be treated by women doctors, which means a duplicate service—one for men and one for women—so that only an intensification of training and recruitment can remedy the lot of suffering women.

Tabinda and other nurses make their round through refugee compound.

In this the international agencies, WHO and Unicef, are playing their part. Heading the team is a remarkable, white-haired Scotswoman, Dr. Jean Orkney, who has spent nearly 20 years in the service of the women of the subcontinent. Around her she has gathered an enthusiastic team of international nurses, specialists in midwifery, public health and district nursing. Each has her "opposite number" in the equally enthusiastic Pakistan women who will take over when the UN staff moves on.

They are teaching an increasing number of girls like Tabinda who very often come, as she did, veiled to the training college to start their course which consists of 3½ months' preliminary training; a year in hospital which includes ward-training and going out in batches to get experience in the villages; then 2½ months' nursing sick children and nine months of public health nursing.

Until there are enough of these community midwives, with up-to-date training, the Government has still to rely on the untrained *dais* or traditional midwives.

Fortunately, they are not all like Babanda. They may be illiterate and they may depend more on lore than on skill, but they are willing to learn. And there is another inducement—15 rupees a month scholarships if they attend the Public Health Centre twice a week for lectures and demonstrations.

Some like Alla Raki work with the international team just for the love of their fellow-beings. Alla Raki is poor, young and cheerful. She lives in an abandoned Hindu Burning Ghat, with 50 other families. The Ghat was the crematorium where the Hindu dead were burned. The pyres are still there but around them are the mud-brick, one-roomed homes of the refugees who have sheltered there.

With Tabinda, the educated, and Alla Raki, the uneducated—both of them the new hopes of Pakistan—I went to the Burning Ghat to see a few-hours-old baby, born in a *stupa* or bell-shaped chapel of a Hindu god. This was dimly lit by the sunlight through the narrow doorway but the clay floors had been carefully swept and covered. Primitive ante-natal preparations had been made and there was lots of hot water, boiled-up on fires under the peepul-tree in the temple courtyard. The delivery had been made under reasonably safe conditions. The Pakistan nurses with the coaching of their international tutors were indoctrinating the mother in child-care.

It is a beginning but women are needed by the thousand to go out into the villages, where health services barely exist.

Mother and child services are not just a system of care and treatment; they are an education service as well—a means of breaking through the isolation of the women, which has meant in the past that only one woman in a hundred is literate.

"Teach a man", said the Begum Liaquat Ali Khan, widow of the assassinated Prime Minister and herself a leader of the women's movement in Pakistan, "and you teach one person. Teach a woman and you teach a whole family."

And Tabinda, her vivid face uncovered, is one of the teachers. Her example will inspire others.

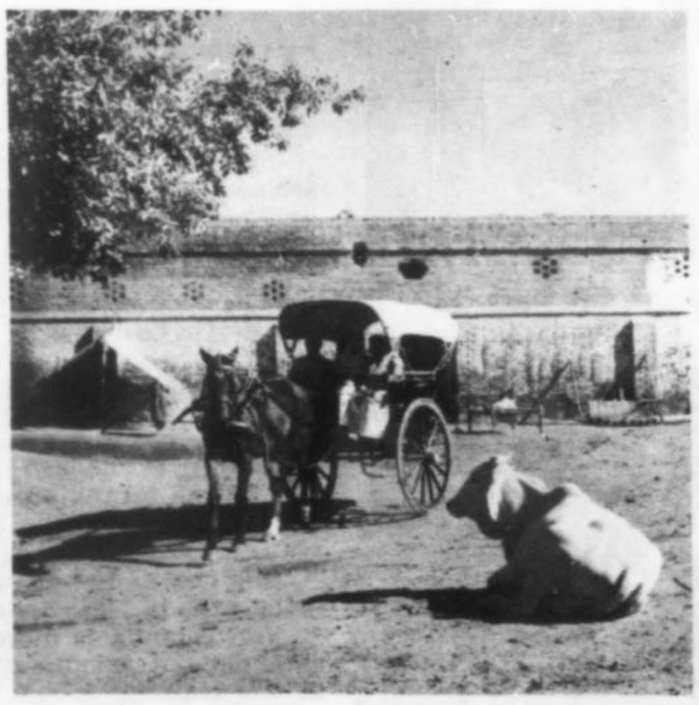
(Photos Eric Schawb.)

Scene in refugee compound, Lahore.

Tabinda examines small refugee boy.

Local midwives are taught modern methods.

Returning to hospital after day's work.



M'Boumba is a village in Senegal, French West Africa. Its 1,800 people have no school nor medical service. For five months of the year, M'Boumba is cut off from the outside world by the flooding Senegal River. The French authorities have chosen this place to conduct a three-month fundamental education experiment. Results will guide education campaigns in other villages. Above, African women fetching water. Left, general view of M'Boumba.

A SENEGALESE VILLAGE REFUSES TO GO TO SLEEP

by André BLANCHET

WHEN we arrived at M'Boumba it was already dark, so we expected to see nothing of the life of this Senegal village until the following morning. But it was not long before we heard some rhythmic, mechanical noises and saw an electric light come on at a street corner — probably the only one shining in the darkness of the brush country within a radius of 50 miles or more.

Then we heard the unmistakable sounds of a village coming to life, and we wondered whether we were going to be treated to some sort of group spectacle or entertainment—wnether we should soon be hearing the beating of tom-toms and the chanting of ritual music in the night.

If so, this was hardly what the organizers of our trip had led us to expect. We had come to M'Boumba to see the work of an educational mission led by M. André Terrisse, head of the Education Service, Dakar, French West Africa. It came as a surprise then to learn that the noises we had heard in the night were the preparations for a class which the village was due to attend.

It had not taken M. Terrisse long to realize that day classes brought poor results. The heat and lack of shade (for there was no school building) discouraged both teachers and pupils. Also, the able-bodied men were busy in the fields or tending their flocks, so that only the old men, the women and the children attended the classes.

Moreover, in a Moslem social environment (hierarchic, and divided strictly by a caste system), it is easier to bring together at night in a single group the chiefs, the workers and the servants. The members of the superior caste hesitate less to mix with the others, the wives of the chiefs

Continued on next page

(1) French education team arrives at M'Boumba. (2) Head of Education Service, Dakar, French West Africa, M. André Terrisse, discusses project with village chief and notables. (3) Classes are undertaken with help of African teacher. (4 and 6) After having seen a film on African art, one villager was inspired to try his hand, carving his first animals on the walls of his house. (5) French team set up dispensary in native hut, where it has an average of 300 patients a morning.

THE PEOPLE OF M'BOU

Continued from previous page

can attend without being seen, and the timid, who by day would hesitate to answer questions, find courage in the darkness.

And, what is probably more important, teaching aided by the film screen and loudspeaker commands attention; eyes and ears strain to see and hear, and there are no distractions to take them from the subject.

So the members of the mission, now living in clay huts 400 miles from their homes, changed their working hours. The discovery that the night time was the best period for teaching was exactly the sort of knowledge the mission was supposed to obtain through practical experience.

Theirs was a pilot mission for testing practical methods and techniques, a preliminary to fundamental education campaigns on a large scale. These were eventually to be undertaken in the eight territories of French West Africa as a "federal experiment."

By definition, fundamental education is designed to help the least-favoured rural populations. The best field for experiment would have been a village which had never had contact with the outside world. M'Boumba almost met this qualification, for, situated on a road which leads nowhere, and isolated by heavy rains from July to January, it has seen few Europeans since its *almany* or supreme chief, the sovereign of Fouta-Toro, negotiated with General Faidherbe nearly a century ago.

'White zone' village

On a scholastic and medical map of Senegal, it is shown as a "white zone," meaning it is not served by any school, and is much too isolated to benefit from the services of the nearest dispensary.

The truth is that M'Boumba itself is partly responsible for this situation as, on two occasions, in 1897 and 1924, when schools were established, they were boycotted by the people. The town has no public scribe, no trader, not even a market. The 1,800 inhabitants are virtually self-sufficient; they cultivate their millet, and raise cattle, their artizans spin cotton, and women make pottery by hand.

One mystery is where the women get the necklaces of flat keys which they wear. To be on the safe side, M. Terrisse's helpers took care to hide their own motor car keys

It took a jeep and a lorry to bring the mission and its equipment to the town. In addition to teaching, film, sanitation and farm materials, the five members of the party had to transport supplies for their two-month stay: camp beds, tables, chairs, stove, dishes, pots, and the indispensable refrigerator, none of which could have been obtained in M'Boumba. Fortunately, the largest house in the village was available for them.

The three Africans who came with M. Terrisse as members of the mission all spoke the local Toucouleur dialect. The teacher, Ibrahim Ba Ibrahama, was himself a Toucoul. The farm monitor knew the dialect well. The African doctor, Amadou Gueye, was helped in his task by his prestige as a *hadji* (a title given to Mohammedan pilgrims who have been to Mecca).

I wondered what would be the role of these three specialists in the kind of night session which we were about to attend. To give medical care would surely be difficult in darkness, I thought, and writing, as far as I knew, had seldom been taught by a film.

It was later when I saw the doctor's clinic, besieged by a crowd of natives, in daylight, that the marvellous possibilities of the epidiascope, and the value of film strips, were brought home to me.

I soon learned that the prospect of seeing a programme of film strips attracts the village people like a tom-tom call. At the first show they had been alarmed by the mechanical sounds made by the projector, but this had long since been forgotten.

The programme was varied. M. Maillet, the team's technician, used the screen to "converse" with the audience. A lesson in spoken and written French included local place names and simple words. The first person to read and pronounce them was applauded and received a small gift.

An envelope addressed to someone in the village was flashed on the screen, and there were shouts of pleasure when the addressee recognized his name and came to claim the letter.

In chorus, the villagers called out words from the pages of a spelling book. The best writing exercises submitted by pupils were shown. Drawings and sketches explained new words, spoken aloud by the teacher over the loudspeaker, and then repeated in chorus by all the spectators.

When the doctor wished to explain what a microbe was, and why mosquitoes are harmful, he used the epidiascope to show microscopic slides while he repeated again and again in Toucouleur the significance of what was being shown.

The possibilities of this apparatus, which unfortunately is large and costly, are manifold. Opaque images, flat objects, drawings, photographic plates, film strips, can all be projected and any illustrated magazine, even a technical one, can fill the screen with attractive pictures.

That evening, for example, coloured photographs of cotton fields and markets and samples of cloth gave visual substance to an educational talk. For a public which finds it hard to follow the fast pace of a film, it is a great advantage to be able to maintain such images in view long enough to have their meaning understood.

A good film strip, with commentary in the language of the region, always gives better practical results than a film. In M'Boumba, at any rate, even the most amusing and instructive animated cartoons have been failures with the public.

M. Terrisse pointed out that the natives, whose interest and response is aroused primarily by concrete facts and objects, and to whose eyes the projected images are "new", remain quite unmoved by "this super-abstraction of the modern world".

Even the most didactic documentary films always hold the natives' attention and can apparently be shown again and again without loss of interest. Such documentaries as those on cattle feeding and on pottery-making, for example, aroused so much excitement that I thought they were being seen for the first time. Yet they were already well known to the spectators.

Repetition, it would seem, is welcomed by the natives, and provided that a commentator explains the film in the local dialect and adjusts his remarks to the needs of the audience, the speed of the changing images is partly balanced.

Voice from the past

By the end of the evening, each of the three African officials had talked himself hoarse. They spoke with typical African eloquence, never hesitating, never pausing, and keeping up with the rhythm of the film. But all three, the doctor, the teacher and the farm monitor, spoke so easily and convincingly that a political orator would have envied their skill.

The only respite any of them got from their duties at the microphone was during the playing of musical records, which greatly appealed to the villagers. Indeed, the records seemed magical to the people of M'Boumba, for they heard and recognized the voice of a famous singer from a neighbourhood village, who died several years ago. As they listened to the song, the tears coursed down their cheeks.

How much of what the audience see and hear remains in their minds and affects the life of the community? The head of the mission at M'Boumba believes that audio-visual methods alone are not adequate for the effective teaching of reading. They make it possible to teach the

Using the cinema screen and the microphone, a French screen help to take some of the strangeness out of new

U BA JOIN IN A NEW EXPERIMENT IN EDUCATION

lphabet, a few common words, and names of ersons and places. Yet even knowing how to ead and write his name does affect a person's ersonality and attitude.

"What is important," says M. Terrisse, "is that he adult, in becoming aware of the usefulness of eading in terms of practical existence, will now avour the education of the children."

In this respect, the activities of the mission have een effective. Not only did a few children, rought together for a few hours a day, learn within three weeks to read simple texts and write hort letters, but the whole village decided to uild a school and went to work on it at once. n comparison with the unfortunate experiences f 1897 and 1924, this is significant progress.

The Senegal Government responded by pro- ising the construction of a permanent building nd the provision of a teacher. Meantime, a ormer official, now in retirement at M'Boumba, ill act as monitor.

Moreover, the inhabitants of the village have ubscribed 180,000 francs, and promised to furnish abour, sand and gravel for the building of a ispensary. A male nurse, trained by Dr. Gueye, ill meantime give first aid to the sick, and help omen in childbirth.

These are not the only promising changes in the village. Others, however, will not become obvious until the trees planted during the last two months have grown to full size. Some will provide fruit, or wood for carpentry, others will be merely ornamental.

Much depends on whether the natives continue to water the plants. Most Africans, of all races, have still to learn that trees need careful tending.

Another type of improvement, already noticeable, is in the comfort and sanitary arrangements in the houses. Refuse, for example, is now being burned.

Films stimulate arts

LESSONS in personal cleanliness and in methods of improving agriculture were the counterparts to those given at night. It was however, the effect of film strips on African arts, and of films on the making of pottery, that aroused the artistic feelings of some of the villagers.

In a village where previously not the slightest trace of decoration existed, potters, carpenters and blacksmiths have suddenly found their vocations and set to work making objects that are not only useful but also attractive. I remember, in particular, a surrealist spoon that was given to M. Terrisse. And the children are making extraordinary stylized and geometric drawings, which strikingly recall some of the paintings done by the bushmen.

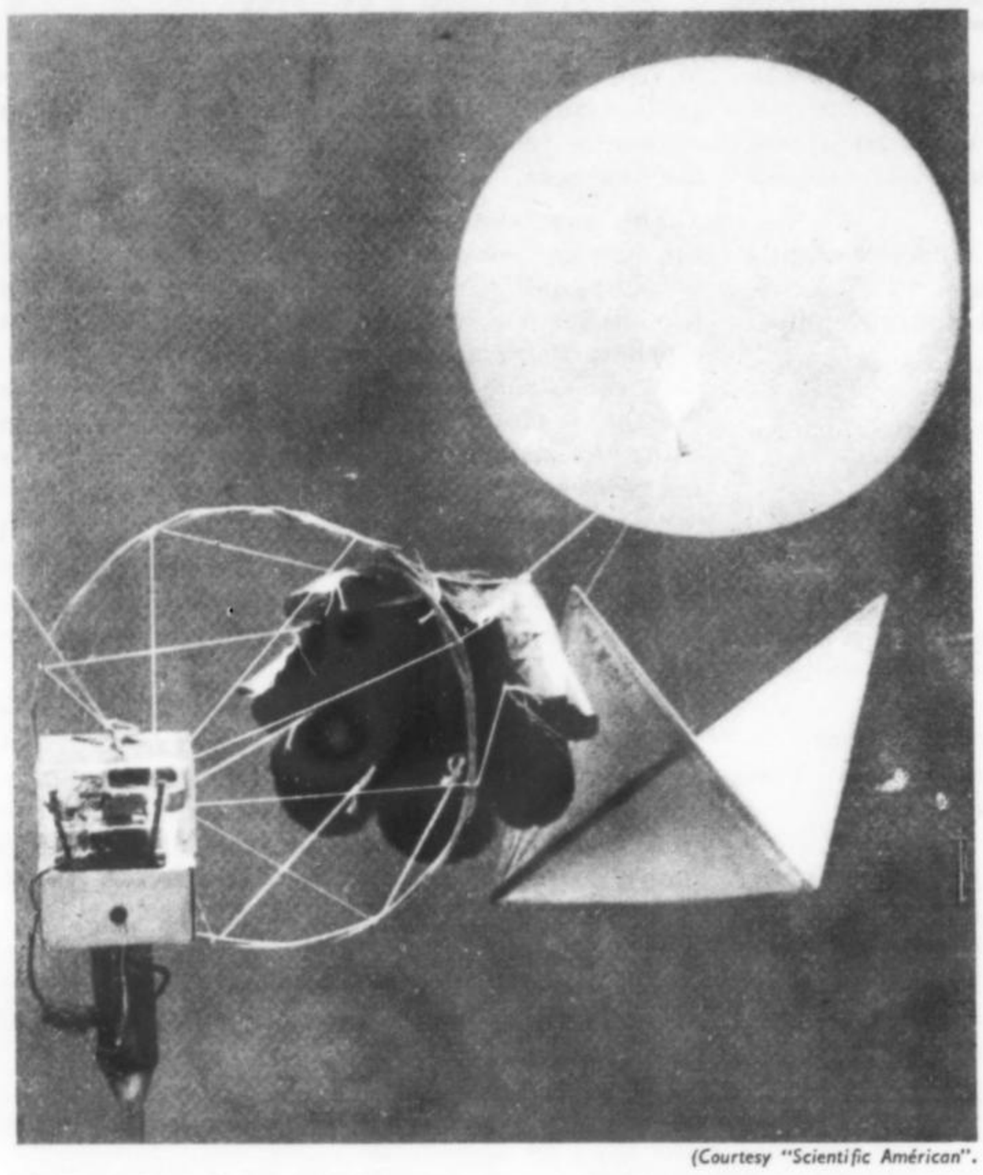
The members of the mission tried to liberate the women from their dawn-to-dusk drudgery of pounding millet to make the family meal. When the mission suggested that the village buy a millet crusher, the response at first was enthusiastic, But the strict feudal system soon became an obstacle. There were such strong objections to using the same apparatus for the chiefs and the inferior castes that the project had to be dropped.

Thus M'Boumba will continue to resound all day with the heavy rhythm of the pestles, as the women, using the traditional graceful movement, make two pestles dance together in the same mortar.

It is probable that teams like M. Terrisse's will be formed to work all over French West Africa. Thus M'Boumba will not be the only village to benefit from the demonstrations, the conversations under the stars, and the 120 films shown during 60 nights when no one in the village slept.

A technique has been found which can help other disinherited villages of Senegal, and directly or indirectly influence the evolution of 16,000,000 human beings.

ducation mission at M'Boumba "converses" with its audience. During the reading lessons, familiar names—those of local places or people—which are flashed on the ew skill the villagers are learning. Commentaries in the local dialect which accompany films and filmstrips often bring an appreciative smile from the audience.



(Courtesy "Scientific American".

Radiosonde (left) is modern weather measuring instrument used at heights up to 10,000 feet. Radio-transmitter sends signals giving temperature, air pressure and humidity. Between radiosonde and balloon (right) are a parachute and a reflector to aid in tracking the balloon by radar.

A WORLD-WIDE WATCH ON THE ATMOSPHERE

by Maurice GOLDSMITH

FROM August 1957, for a period of 12 months, hundreds of scientists at key points throughout the world are to keep a day-and-night watch on the earth's atmosphere. It will be one of the greatest multi-national efforts ever made to gather data that will enable us to understand more about the physical influences governing our daily lives.

All sorts of different scientists will work at it because a study of the atmosphere will help us to find out — among other things — not only what affects our weather and radio communications, but also something about the earth's fundamental nature.

Systematic scientific study of the atmosphere started in the 17th century with the works of Italians like Torricelli. Since then, we have learned a great deal about the atmosphere immediately around us, but very little about the upper atmosphere, and almost nothing about the relationship between them.

The lower region of the atmosphere is known as the troposphere. It extends up to seven or eight miles on the average. In this region the air is never still : in fact, the prefix *tropo* means a turning over of the air. The weather that we enjoy — or complain about — consists of changes in the troposphere.

Above this region, and separated from it by a boundary area known as the tropopauses, lies the stratosphere. This region has in recent years become familiar because its lower part has become the "roadway" for our fastest aeroplanes.

The average thickness of the stratosphere is about 50 miles, and the first half of this is made up of an ozone layer. This filters out much of the sun's ultraviolet rays, and allows only as much as we can tolerate to get through to the earth. Our weather is directly affected by the fluctuations that occur in the amount of ozone.

It is in the stratosphere, too, that there exists a warm layer directly influencing radio broadcasting. Short radio waves are absorbed here, especially during the day.

Above the stratosphere lies the vast region of the ionsphere. It derives its name from the fact that free ions (that is, electrically charged atoms or groups of atoms) exist there. It is mainly this region that the scientists want to know more about.

Within the ionosphere there are two distinct layers: the E-layer which is important because it reflects radio waves back to the earth and makes long-wave broadcasting possible, and the F-layer.

It is in the lower part of the ionosphere that the aurora borealis or northern lights, and the aurora australis or southern lights occur most frequently. This fascinating natural phenomenon, in which streams of different colours dance through the skies, is even today in parts of the earth regarded as a warning of impending doom.

There are a number of theories explaining the origin and nature of the aurora, but many problems of the utmost cemplexity and importance await solution. Involved also is the whole field of magnetic storms, about which more data is needed.

In 1882, scientists co-operated in studies which they called the first International Polar Year. This was concerned with the investigation of such geophysical phenomena as magnetic storms and the aurora.

It was believed at that time that the aurora was a reflection of light from icebergs at the North Pole, but this was disproved when it was found that aurora did not increase in frequency as one went further north.

The second Polar Year was arranged 50 years later, principally to gather data about magnetic storms. Facts ascertained at that time are still being studied.

Now it is planned in 1957/8 to change the name to the International Geophysical Year, reflecting the more comprehensive purposes of the studies, and to have about 150 ionosphereic observatories ready for action. The original idea for this Geophysical Year came from the British scientist, Sydney Chapman, and the American, Lloyd V. Berkner.

The investigation is so vast that a central planning committee is being set up, with a secretariat that will remain in being for five years afterwards to organize analysis of the data.

And from all this will emerge knowledge necessary for the international institutions which serve us continuously. Thus, there will be something for the scientists working at the International Seismological Observatory in Kew, England, where earthquakes are mapped; for those at the International Isostatic Institute in Helsinki, Finland concerned with the ever more exact determination of the changing shape of the earth; for the International Latitude Service in Turin, Italy; and for the Bureau de l'Heure, in Paris, that gives us our internationally accepted time signals.

These, important as they are, constitute only a small part of the service which will be rendered to all of us, directly or indirectly, through one of the most massive co-operatives efforts in the history of science.

CEYLON'S 'DRY ZONE' PROSPERITY TO AN

by Daniel B

FIFTY miles out of Colombo, the countryside of Ceylon undergoes a sudden change. The palm trees of luxuriant plantations thin out, passing cars kick up little clouds of dust and villages grow rarer. Though the road remains excellent, the jungle slips up on its borders.

The reason for the sudden change is that you have passed into the "dry zone" of Ceylon, so called because its rainfall is concentrated in three months. This dry zone covers three-quarters or the island, but supports only 3,000,000 of Ceylon's population of 7,500,000 which is growing at the rate of 100,000 new mouths to feed each year.

Until 20 years ago, much of the "dry zone" was a waste of malarial jungle, although, more than 1,000 years ago, it was here that the kings of ancient Lanka tamed the swollen rivers of the rainy season and put them to work irrigating paddy fields. But invaders from the north wrecked the "tanks" (artificial lakes) which were the heart of the irrigation system, and the jungle moved in.

In 1933, Ceylon began an irrigation and settlement programme to put this dry zone back to work producing rice—Ceylon's staple food, which she must now import. In the area of Polonnuruwa alone (ancient capital of Ceylon and now a ruined city), 5,000 families from all parts of the island have been settled on new land reclaimed from the jungle. Ancient tanks have been restored and their water channelled into the green paddy fields of the colonists.

In order to raise living standards in this region, whose population includes 35,000 colonists, 10,000 "squatters" who have moved in on new land, and 10,000 villagers whose ancestors refused to surrender to the jungle, Ceylon and Unesco have set up a Fundamental Education centre at the crossroads village of Minneriya.

Head of the centre is Dr. Duane Spencer Hatch, an American educator who has spent most of his life doing exactly this sort of work, beginning in India in 1922, and whose energy wears out men half his age, although he will admit to being "around sixty". The centre itself was opened in temporary offices while its buildings were made ready on the site of an old Royal Air Force aerodrome at Minneriya.

The programme of the centre has two main objectives: to provide the people of the region with opportunities to learn what they must know to lead better lives, and to train teachers who can carry on its work throughout the island. The foundation of this programme, Dr. Hatch believes, must rest upon the people themselves, who live in 17 colonies and 39 villages dotted over the 90 square miles which form the centre's field of activity.

Two of the villages are inhabited by Veddahs, the aboriginal peoples

Only two years ago the reservoir below—now forming a vast lake—was covered by jungle undergrowth. The transformation was effected by the restoration of a system of irrigation tanks, (actually lakes), built in the 12th century A.D. under the reign of King Larakramabahu the Great, whose statue (above, right) stands over the ruined royal city of Polonnuruwa. This king built himself a seven-storyed palace of which only the ruins (above, left) are left standing today.

PIONEERS RESTORE ANCIENT KINGDOM

BEHRMAN

Until a few months ago the only book in the village of Illukwewa was a collection of Buddhist fables, the property of one of the elders. Today the community has other and more modern books which its people learn to read at adult education classes.

of Ceylon. Ceylon's two main linguistic groups are represented by 26 villages speaking Sinhalese and 11 speaking Tamil. Many of the villages lie along jungle trails accessible only by jeep and, during the wet season, rising waters convert some into islands inhabited mainly by wild animals.

Schools are going up in these villages, and often the school is the site of one of the adult education centres which the Ceylon Unesco team has opened in the area.

The 17 irrigation colonies are the homes of the dry zone pioneers; in a way, they have many of the characteristics of boom towns. Villages like Hingurakgoda have busy main streets lined by shops selling everything from sarongs to cameras. At night, a cinema with its own generator sends a green glow of neon over the land wrested from the jungle.

Although life may be easier in the colonies nowadays, the land is not as generous. In the beginning, colonists working newly-cleared paddy fields could count on 40-bushel-per acre rice crops twice a year, but now yields may drop as low as 10 bushels per acre.

The UN team carrying out the programme of the centre under Dr. Hatch is as international as its parent organization. Srinavasa Rao of India is its deputy director; Leon J. Bickham, an American sent to Ceylon by WHO, is in charge of health education, and Tore Hakansson of Sweden, an ILO expert, is responsible for vocational training. The FAO is also participating by sending an agricultural extension worker to join its staff.

The most important part of the centre's work is bringing these skills to the places where they are needed. Every other night on a regular schedule, the centre's staff loads a motion picture projector, a filmstrip viewer, an epidiascope (this device projects pictures directly from a book onto a screen) and a portable electric generator into a jeep, and takes them to its adult education centres.

We accompanied Mr. Rao and Mr. Bickham on one of these, trips, which took us to Sungawila, a village of 200 Tamil-speaking Moslems two hours away over jungle trails. As we arrived in the village, dusk was falling and men were lighting fires at the edge of stockades to draw insects away from their cattle.

They set up shop at the village school, a modern cement structure open on all sides. A string of coloured lights had been hung across the school compound and children were assembling outside, taking front row seats on the ground before the screen. A loudspeaker, hooked up to the generator, was blaring Tamil music to a fascinated audience.

The village headman, U.L. Mohamed Sheriff, was anxious for the team to set up an adult education centre in the village.

"Every child in this village goes to school and it's a good school," he said, "but there are some of the grown-ups who never had the chance and they want to learn to read. You can become an important man in the village if you know how to read. You can deal with shopkeepers and you might even become a *vel vidani.*" (The *vel vidani* is responsible for allocating irrigation water to farmers, and is one of the most respected members of the community.)

The music stopped, the coloured light flicked off and the show began with two entertainment shorts. Then three health films, with Tamil sound-tracks, were shown, covering malaria, disease-carrying insects and vaccination against smallpox. After the show ended a question and answer session got under way.

Thirty-five thousand colonists coming from all parts of Ceylon have joined the 10,000 villagers in the region covered by the Minneriya Centre. One of the Centre's first goals is to help train more skilled craftsmen like Janis Appuhamy, a carpenter, (left) for they are needed to build homes in the fast developing region. The staff at Minneriya, whose area includes 17 colonies and 39 villages, maintains close and friendly contact with their inhabitants. Mrs. Hatch (right) wife of the Centre's head, finds that a demonstration of tatting (form of knotted handwork) helps to overcome the children's shyness.

The village shopkeeper, T.S.M. Sheriff, had a ready answer to a question on how to get rid of malaria.

"Bring out the pump, put oil on the water in the swamps, clean up your home and you won't have malaria."

The village listened and nodded in unison.

A young man stood up and asked. "Does it do any good to be vaccinated? That boy we saw, he didn't want to be vaccinated."

The headman rose majestically and answered slowly: "The man who refuses to be vaccinated is afraid. I know now that when I am vaccinated, I am protected against disease. The man who is not vaccinated is a coward."

The questions and answers continued to fly, but Mr. Bickham and Mr. Rao decided to put an end to the session. "They've grasped the point very well," Mr. Bickham told us, "We don't want to try to cram in too much at once—we'll be back again."

The loudspeaker played the Ceylon national anthem, and then the village went to bed. So did the Unesco team, on small beds in the open schoolhouse, after a supper of sandwiches washed down with coconut milk.

It was a quiet, cool night with no uninvited visitors. The next morning, the team broke camp and began its trip back home. The school teacher had no use for the two rifles he kept loaded beside his own cot.

This is a glimpse of what, in three years, is to become a "rural university" at Minneriya. One training seminar has already been conducted at the centre and these courses are to be a regular part of its programme. Progress is slow and that is the way it should be, for quick, spectacular achievements are not what educators are seeking. This programme is aimed at all sides of peoples' lives—spiritual, mental, physical, social and economic — and all sides must move ahead at the same pace.

As Dr. Hatch put it, "there is no point starting a three-year programme in health alone and learning, at the end of three years, that people are too hungry to be healthy."

THE TEACHER WHO TAMED THE 'FRUIT BIRDS' OF LIMA

by Ronald FENTON

IF you should find yourself in the magnificent capital city of Peru and heard some one mention the Fruit Birds of Lima, your curiosity would probably be aroused. But it would be useless to ask the way to the nearest zoo if you wanted to see them. The chances are that you would be told, with a knowing smile, to visit the home of a teacher named Bernardino Ginés.

The fact is that, up to several years ago, there were no Fruit Birds in Lima, or anywhere else in Peru for that matter, and so no-one could have told you what *pajaros fruteros* were anyway.

It all started when the large wholesale food market was built just outside Lima. Like so many other cities of Latin America, Lima has been growing rapidly in population since the last World War, and the new market was designed to centralize the sale and distribution of the huge quantities of foodstuffs needed by the capital.

Around this new market a floating population soon congregated, made up chiefly of peasants who had originally come to Lima only to sell their farm produce, but who had decided to stay on because of the apparent attractions of city life. Most of these peasants, however, quickly learned that city life was not so glamorous after all.

Ill-prepared to compete with the city dwellers, they were rarely able to find permanent jobs or establish settled homes. Almost all their time was spent in a desperate attempt to eke out even a miserable existence. So they allowed their children to run wild or abandoned them completely. And as a result, the Fruit Birds were "born".

Left to themselves and forced to find their food and shelter where they could, groups of boys banded together into gangs to carry out large-scale raids on lorries and other vehicles transporting food from the provinces in the early hours of the morning. They concentrated their attention on loads of fruit, (although every kind of food vehicle was subject to their attacks) so that the people of Lima referred to them as the Fruit Birds. They constituted a serious social and police problem as well as a costly menace.

When groups of Fruit Birds were caught by the police, they were taken into court and the most serious offenders confined to a reformatory. But the pillaging and early-hour attacks continued. New gangs continued to spring up to replace those boys sentenced by the courts, and new Fruit Birds were readily found among the numerous vagabond children nicknamed *Palomillas* (night butterflies).

To one young teacher, Bernardino Ginés, the reformatory was not the answer. What these delinquent boys needed more than anything else, he felt, was understanding and help rather than punishment and confinement.

Bernardino Ginés knew that most of the Fruit Birds were the sons of country peasants. Since he himself had been born in a small farming community in the interior—a village called Muquiyauyu, about 60 miles east of Lima—he was sure that he could win their confidence and goodwill by mingling and associating with them directly.

So he began to spend much of his time in and around the food market. Slowly and patiently he gained the friendship of the Fruit Birds, and was finally "accepted" by them.

Then, after living among them for a whole year and getting to understand them thoroughly, he broke through their veneer of callousness and cynicism to convince them that there were better things in life than stealing and pilfering, and that as their friend he was ready to help them.

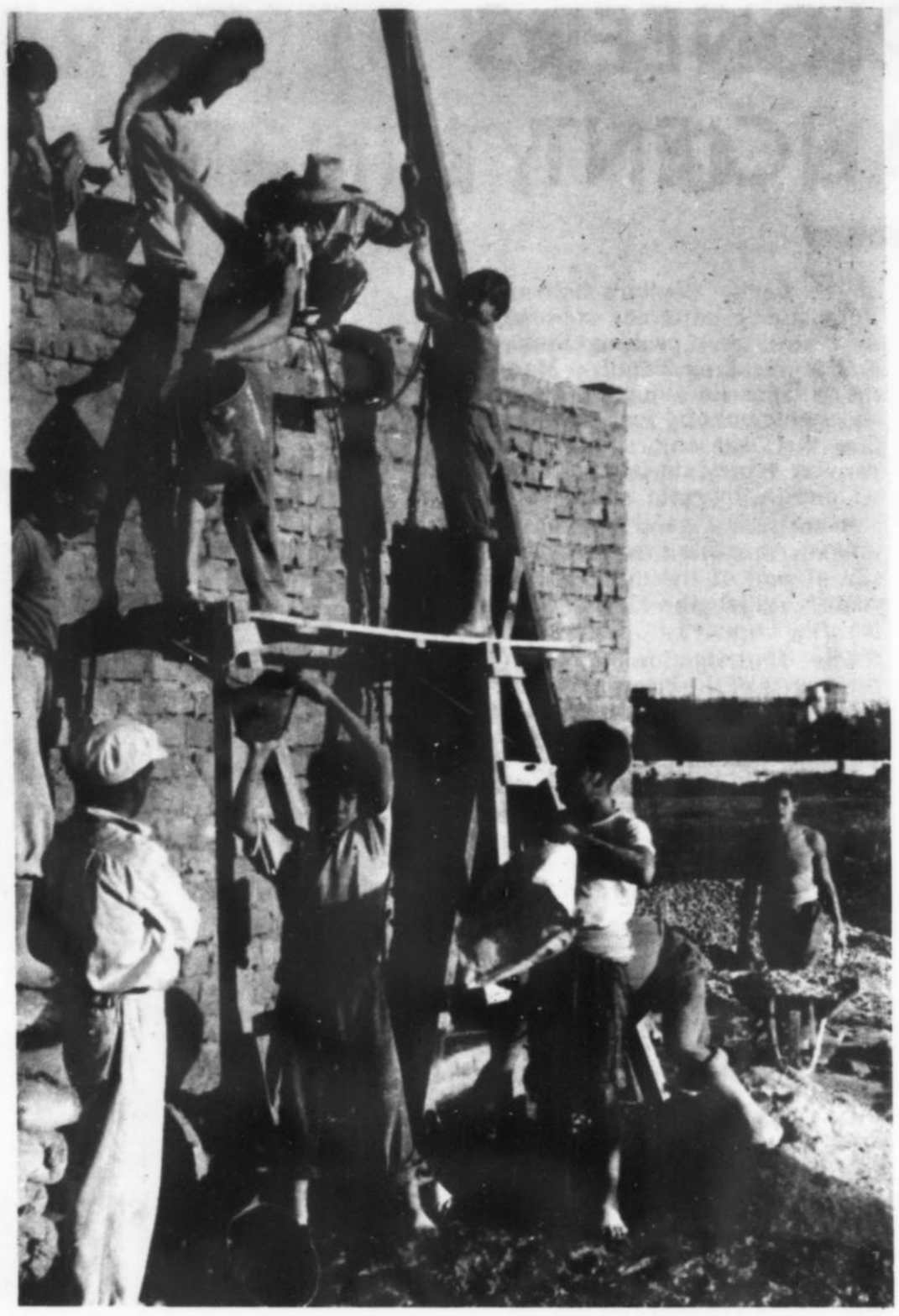
Senor Ginés was acquainted with the results obtained at the children's reformatory run by the Ministry of Justice. These had clearly shown the difficulty of rehabilitating youths once they had reached the age of 18. Ginés thought that an effort to readapt younger children between the ages of seven and 15 might give more promising results.

His own first-hand experiences with the Fruit Birds had given him a thorough knowledge of their problems and an understanding of the psychology of their behaviour and attitudes. These were due to the mental and physical effects of privation, and the deep shock at finding themselves without protection and forced to struggle on their own to keep alive. Without this background of knowledge, it would have been useless to attempt to readapt the boys to a normal way of life.

So Senor Ginés was armed with appropriate rehabilitation methods, and plenty of potential pupils, but he had nowhere to work. After much effort on his part, he was finally granted a piece of land in Magdalena del Mar, and immediately he began his attempt to change a group of problem children into healthy, happy youngsters.

Ginés and his pupil friends still had no school, so they just went ahead and built one themselves! They dug the foundations, learned to lay bricks, became skilled carpenters and did a score of different jobs before the building was completed. This work proved to be a useful introduction to the new life that Ginés was planning for the boys. All this time they were being shown that they belonged somewhere and were developing a group spirit and group action that were now applied to something worthwhile.

Anyone seeing the completed institution at Magdelena del Mar, a suburb of Lima, for the first time finds it hard to believe that this spacious building is the handiwork of the boys for whom it is today a school and a home. As they worked, new friends gave them effective aid.



The "Fruit Birds" of Lima and Señor Bernardino Ginés, the teacher (wearing white cap) start construction of their new school building in a suburb of the city.

One organization, SECPANE (Peruvian-American Co-operative Service for Education), paid the cost of installing a water supply system and the director of SECPANE, Mr. Sullivan, became one of the most regular and devoted helpers of the school.

Finally the school received official recognition and was named Escuela Especial de Readaptacion (Special School for Rehabilitation)—but not for long. Senor Ginés rightly protested that in the minds of the boys this name would tend to set them apart from other youngsters, and that it would create an inferiority complex. So the name was changed to El Hogar del Nino (The Child's Home) which exactly expresses the purpose and the atmosphere of the school.

Open to children and youths between six and 16, El Hogar del Nino gives them a complete elementary education and also offers basic technical training, so that on leaving they are equipped with a trade that will enable them to earn a living.

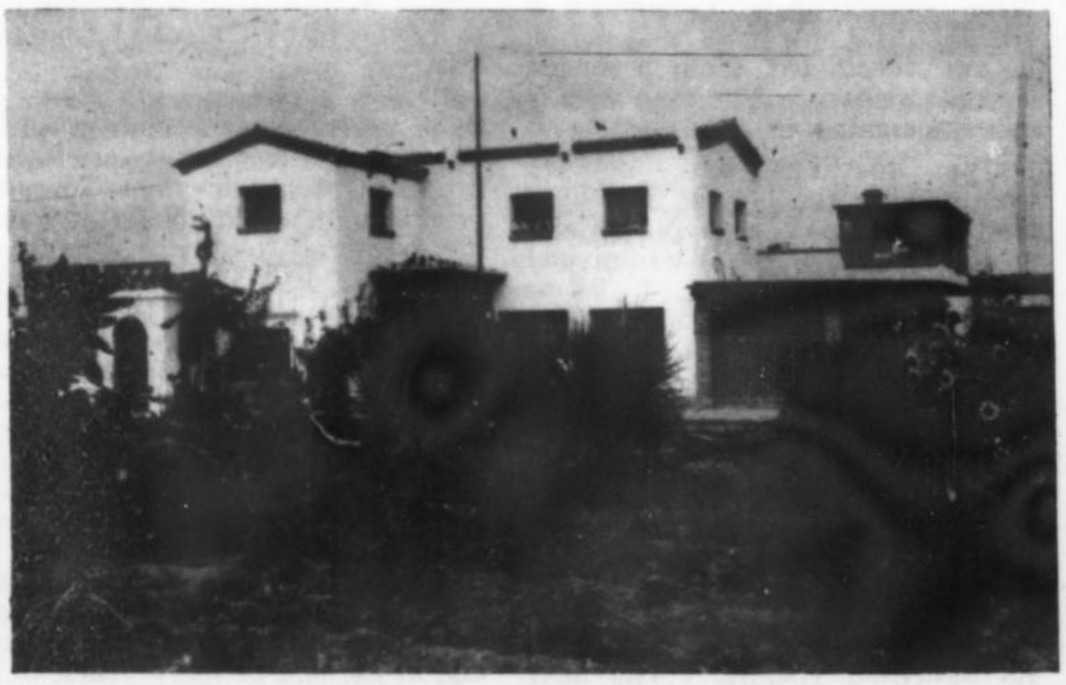
Today the problem children who once hung around the market of Lima, and the *palomillas* whose homes were in the streets, have found a new way of life and new homes in an attractive building surrounded by flower and vegetable gardens and rows of fruit trees.

To re-educate boys in whom vicious habits and practices have already become ingrained often raises special problems. But with a proper psychological approach and an infinite faith in the receptive qualities of young minds and personalities, Senor Ginés has so far overcome such obstacles.

There is no rigid system of control and discipline in his school. Order is maintained by the students themselves. Through a free and democratic system of elections, which helps to develop a sense of freedom as well as of responsibility, the boys choose their own leaders.

One of the basic principles they learn is that the rights of every individual are conditioned by respect for the rights of others, and in this way they soon realize that cooperation, not individual selfishness, brings the best results.

Children remain at the school just because they wish to do so. Taking into account the background and origins of most of them, the remarkable thing is that so few have ever run away The reason is that most of Senor Ginés pupils have now learned the real meaning of freedom.



It is hard to believe that this beautiful school-home, now surrounded by flowers and fruit trees, was built by a teacher assisted by one-time delinquent boys.

Inside the school there are no servants. In turn, students take charge of the various chores in the house. Meals are prepared and served by student teams.

CHILE ITS HEAD IS IN THE TROPIC SUN, ITS FEET AMID ANTARCTIC SNOWS

WITH *"its head burning in the tropical sun, while its feet are freezing", Chile is one of the longest countries in the world — 2,800 miles, or more than half the entire length of the Latin American continent. In width, however, it rarely exceeds 200 miles — and in places less than 40 miles.*

★

THE *Araucánian Indians have an extraordinarily rich musical folklore. In fact, they have a song appropriate to every occasion. There are songs for children, and choruses and ritual songs which are used in religious and social ceremonies. Their music has remarkable rhythm and melody.*

★

CHILE *has one of the best school systems in Latin America, with kindergartens, provision for vocational training, and other features of modern education. One of the oldest professional training colleges in America is the School of Art and Commerce in Santiago.*

★

CHILE *has given Latin America one of its greatest poets: Gabriela Mistral, winner of the Nobel Prize for literature in 1945. A diplomat and former teacher, she won her first success in 1914 when she was awarded a poetry prize Now her works take an honoured place in anthologies of Latin American verse.*

★

FOR *a number of years, university groups have led the movement to give Chile a high standard of drama. Not only does the National University's experimental theatre present high quality productions of both classical and modern plays in Santiago, but also sends its troupe throughout the country, to appear in schools, military camps, trade union buildings and rural centres. In 1945, this theatre set up a school of dramatic art. In addition, it runs a library and provides scholarships for study abroad. To encourage literary activity, an annual experimental theatre prize is also awarded.*

★

DURING *the war between the Spaniards and the recalcitrant Araucanian Indians, a young captain named Alonso de Ercilla wrote verse on scraps of paper, on bits of leather — on anything he could lay his hands upon. When he went back to Spain, he made these up into a long poem, the first part of which was published in 1569.* La Araucana, *which deals with the early days of Chile as a nation, was to become one of the greatest sources of inspiration to Chilean writers throughout the 16th and 17th centuries, and is one of the foremost epics in Hispano-American literature.*

★

CLAUDIO ARRAU, *one of the greatest pianists in the world today, is a Chilean. Since his first audition in the United States in 1924, he has been acclaimed wherever he has played. Other famous Chilean pianists include Arnaldo Tapia Caballero, Armando Palacios, Alfonso Montecino and Oscar Gacitua.*

★

THE *vast, dry desert region in the north of the country is the source of Chile's greatest source of wealth — nitrates. In fact, rain in Chile's Atacama desert would wash away the world's largest nitrate deposits. Nitrates are used mainly to produce fertilizers, but they give a number of important by-products, especially iodine, of which Chile produces 75 per cent of the world's needs.*

★

NINE-TENTHS *of the people of Chile live in the fertile central region. Nineteen of the 26 towns having populations of over 10.000 are situated there.*

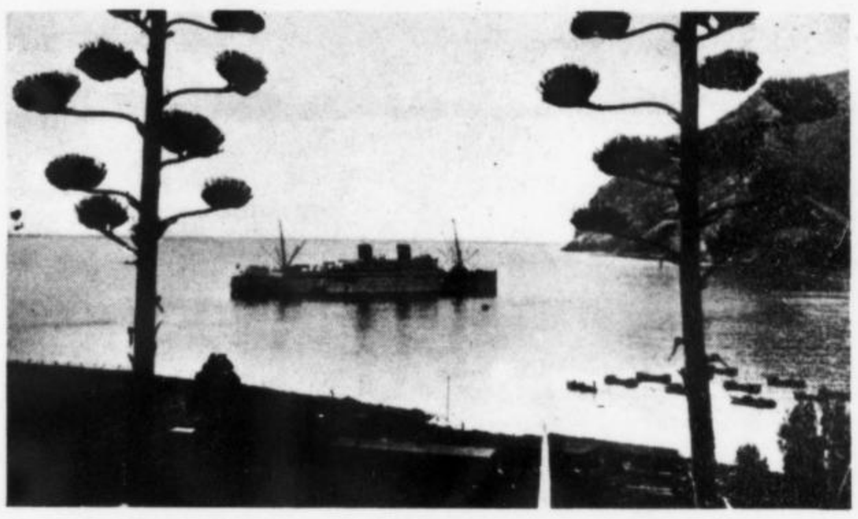
★

AT *Punta Arenas, in the extreme south, there are 17 hours of daylight each day during December and January.*

★

NO *one knows exactly how Chile got its name. Some think it comes from a quechua Indian word meaning "snow" or "cold". Others believe that it was originally the name of a valley which the* conquistadores *later applied to the entire country. Another theory is that this two-syllable word stems from the name of a native bird. Or its origin may be from* Aymara Chilli, *which means "the place where the land ends".*

A trainload of nitrates from the northern deserts of Chile wends its way through the country's steep mountain slopes bound for a seaport. The refined nitrates are shipped to all parts of the world.



Juan Fernandez Island, west of Valparaiso, was the scene of an adventure that inspired the story of Robinson Crusoe. An 18th century Scottish sailor was stranded there for over four years.

Santiago de Chile is a fine, modern capital, with 1,200,000 inhabitants—a fifth of the country's population. It is the fourth largest city in South America, and was founded just over 400 years ago.

For Chile the sea was the earliest and is still the most serviceable highway. Some 30 ports, like Puerto Montt, shown here, are visited by ships engaged in international trade.

Separated from Punta Arenas—the world's most southerly town—by the Straits of Magellan, Tierra del Fuego remains the homeland of a number of Indian tribes who live in the most primitive way.

CHILE *(Contd.)* ON THE THRESHOLD OF A MAJOR TRANSFORMATION

The Catholic University of Chile, whose facade is shown above, is one of the country's four institutions of higher education, the largest of which is the National University. Most of Chile's high schools and technical institutes are situated in Santiago, Valparaiso and Concepción.

by Tibor MENDE

TODAY Chile stands on the threshold of a major transformation. In the last few decades the nature and extent of the country's hidden wealth have been more and more seriously explored. Chile is full of potential wealth, for it possesses immense deposits of minerals. Alone among South American countries, it has both abundant mineral ore and native coal. As the existence of important mineral resources has been revealed, so industrial development has forged ahead.

New installations which have shot up include enormous nitrate and copper plants. New industries have begun to develop around Santiago and in the South. One of the most important events in this expansion was the opening of one of South America's two steel producing plants at Huachipato near Concepcion, one of Chile's four main industrial cities.

Even though it is estimated that 40 per cent of Chileans still derive their living directly from the land, the industrial way of life has already made a strong penetration into the country. On a *per capita* basis, the new urban Chile now makes use of more energy supplied by water, oil and coal than any other Latin American country.

And as they begin their march towards a new industrial future which they hope will mean better homes, more food and happier and healthier lives, Chileans have not overlooked one of the basic requirements for this transformation — adequate education for all.

The full realization of their educational problem was revealed to the people of Chile by a post-war stock-taking of the nation's resources, which showed that something like one quarter of the nation's 6,000,000 population was illiterate.

With an annual population increase of 100,000, and a total of 25,000 children reaching school age each year, the situation was bound to become worse, for there were already insufficient schools for all the children entitled to free and compulsory education.

The Chilean people knew that as long as 25 per cent of its members were handicapped by illiteracy, many plans for industrialization and progress would remain unfulfilled. Spurred by the need for urgent action, the Government therefore embarked on a large-scale educational programme, which is now showing good results.

The situation which existed in Chile at the end of the Second World War was not a reflection on the efforts made in the educational field.

Chile has, in fact, one of the best school systems in Latin America, with kindergartens, provision for vocational training, and other features for modern education. Education is free and compulsory for all children betwen the ages of 7 and 15. But this law is difficult to enforce because the people in some regions are widely scattered and funds, due to fluctuating economic conditions, have frequently been inadequate.

As far back as 1840, when only 13 per cent of Chile's 1,500,000 people were literate, the Chilean Republic was organizing classes at military barracks, and opening libraries where citizens were provided with free instruction in health and sanitation, as well as being taught reading and writing.

Despite the efforts that were made, the literacy rate, for a population of 2,500,000, was still only 32.8 per cent in 1895. Forty-five years later, in 1940, 48 per cent of the population of 5,000,000 could read and write.

It had been hoped that the introduction of compulsory primary education in 1920 would remove the need for adult education, but this assumption proved to be false. And the revision of ideas about the need for adult education came simultaneously with the opening up of broader economic horizons for Chile.

The nation was shocked when Senora Amanda Labarca, head of seasonal schools and extra-mural studies, declared in 1939 : "Of every 10,000 Chileans, 2,219 are illiterate adults ; 2,168 are of school-going age ; 588 are enrolled in primary schools; 61 complete their schooling; 47 enter secondary schools; nine complete their secondary education; three enter universities; only one receives a degree."

Of all these statistics, the one which showed that only 61 out of every 10,000 Chileans completed their elementary education produced the greatest effect. It meant that in 1939 there were still 250,000 children who should have been receiving free and compulsory elementary education, but who did not attend classes, either because their parents needed their services to help raise the family budget, or simply because there were no schools within walking distance of their homes.

Of the 191,000 children who entered elementary schools in 1939, only one-seventh went through all the six forms. In reality, a total of 468,000 children did not get any schooling at all, despite the compulsory education law.

The Government took action to change the situation revealed by these statistics. In 1942 it set up the Anti-Illiteracy and Adult Education Section (Seccion Alfabetizacion y Educacion de Adultos) and placed it under the immediate control of the Director-General of Primary Education.

To increase the number of adult education schools—then only 38—many obstacles had to be overcome. It was difficult to work out a nation-wide plan, as the Chilean provinces had educational autonomy. Equipment was lacking, and there was no administrative machinery for carrying out a large-scale campaign.

The money available seemed totally inadequate. The amount for each adult to be educated was only a fraction of that spent on each child of school-going age.

However, thanks to the energy and enthusiasm of the officials and educators in the Anti-Illiteracy Section, a programme was drawn up and put into action, and it soon led to an energetic campaign in all parts of the country.

By the middle of 1951, the number of adult education schools had grown to 387, or over ten times the 1942 figure. They were set up for both general and specific studies. Some gave instruction in reading and writing, others taught applied science, and still others provided instruction on subjects of practical, everyday use.

Of the total, 309 ran evening classes for people over 16. A further 42 were organized in prisons, while nine were held in hospitals and sanatoria. Some were begun as experiments to meet special local needs. Five of these, for instance, were mobile schools, two were devoted to the dissemination of the arts, and two more taught domestic economy.

In addition, a symphony orchestra of teachers was formed, and between 1942 and 1950 it gave 361 concerts in various parts of the country to over 250,000 people. Moreover, 223 libraries were organized within the adult education schools, and over 350,000 readers have taken advantage of the facilities they have offered during the past five years. A recent innovation is a travelling cultural exhibition which is to visit all parts of the country.

The adult education classes themselves were organized on a three-term basis. Students who passed through all three were given a special certificate so as to increase their chances of obtaining suitable employment.

But as fewer than 900 teachers were provided, all these results could not have been achieved without volunteer help. A magnificent response came from the general public to an appeal asking them to take part in the education of the illiterate members of the community.

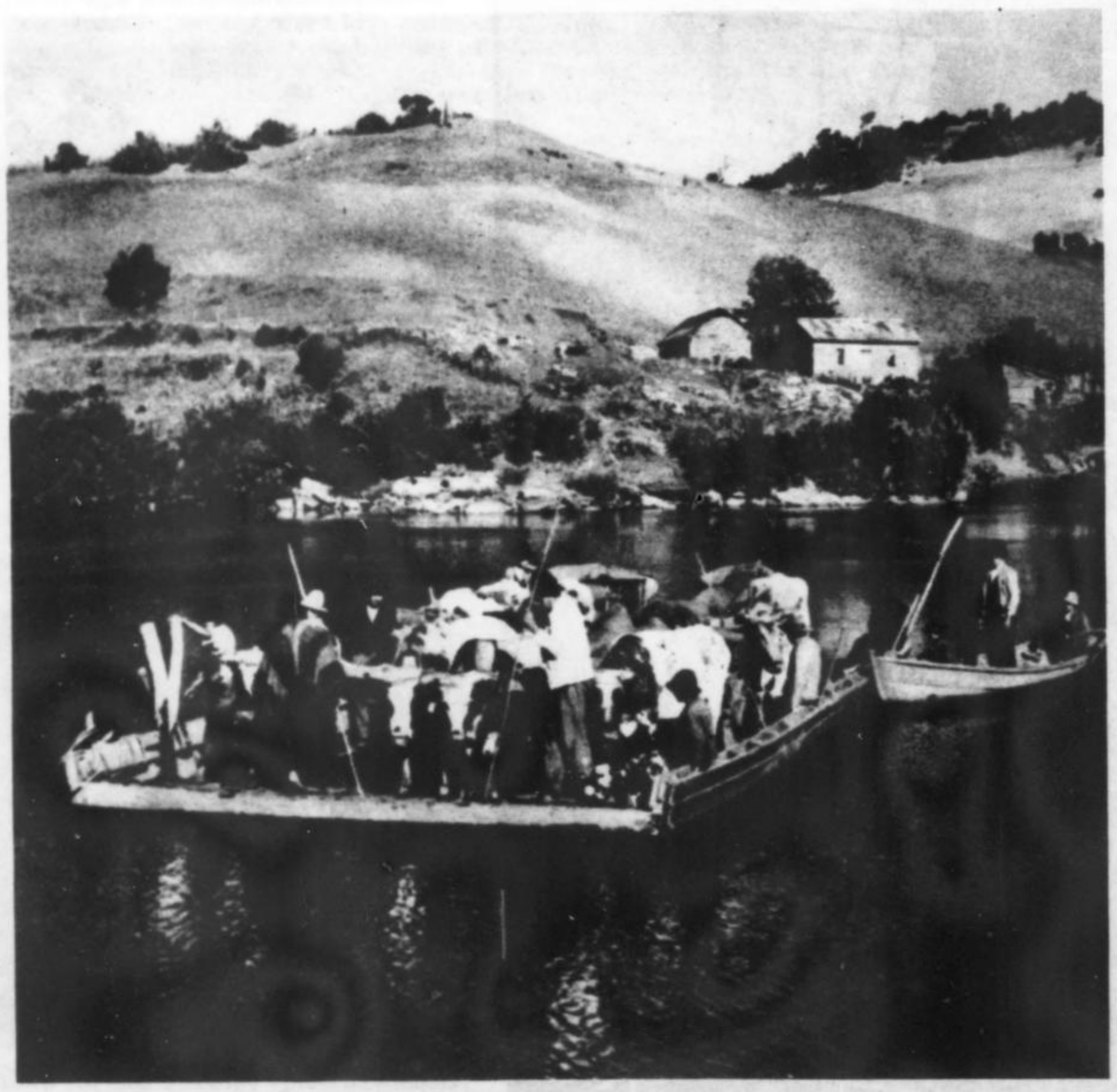
Volunteers came forward in large numbers. They taught without pay, and took an active part in a nation-wide collection of books, educational aids and equipment which were then distributed locally by municipal authorities.

Altogether, over 21,000 volunteer teachers came to the aid of the literacy campaign between 1945 and 1950, nearly half of them being professional teachers prepared to put in a few hours' extra teaching each evening. The remaining 11,000 were students and private individuals who had been inspired by the aims of the campaign.

The results were encouraging. In 1945, the first year, over 5,000 people learned to read and write. Of these, only 755 were taught in classes, the remainder being helped by volunteers at home. These numbers do..bled in the second year of the campaign, and were trebled in 1947. Altogether, over 88,000 people became literate between 1945 and 1950, thanks to the educational drive.

However encouraging these results may be, they are still not sufficient to solve Chile's illiteracy problem. The Anti-Illiteracy Section recently stressed this fact in a poster which reminded Chileans that the number of illiterates still equalled the population of Santiago, the capital. The addition of illiterate children under 15 to this figure brings home the problem more forcefully.

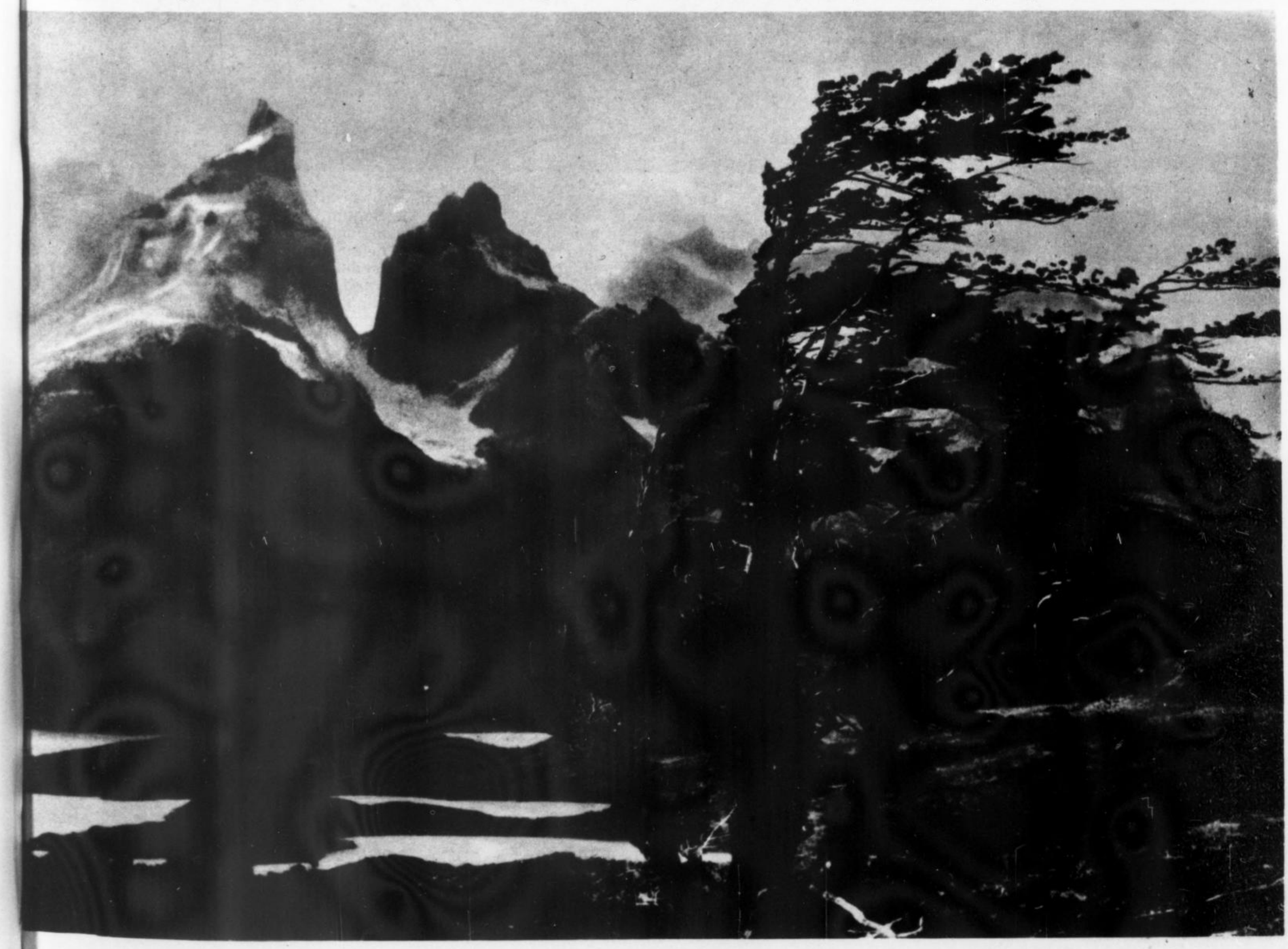
So the campaign is being expanded, and the radio and cinema have been mobilized to publicize and stimulate interest in it. To keep up their present progressive tempo, the organizers must rely on help from teachers' colleges, be allocated increased funds and receive continued volunteer co-operation. With such help and resources they are likely to go far in the next few years towards their ultimate target, which is to enable the Chilian people to take full advantage of their country's economic possibilities—possibilities which are now almost within their reach.



Southern Chile possesses many watercourses and a labyrinth of fiords with steep rocky margins. Large ferries, like this one at Carahue, are used to transport livestock and produce across rivers.

Photos pages 13-15 Chilean Tourist Bureau).

Two scenes from Southern Chile : Fishermen's homes at Puerto-Montt and the craggy peaks of the Magallanes, in the neighbourhood of the Straits of Magellan. This part of the country is a region of high winds and heavy rains, of steep rocky slopes and storm-tossed waters.



(Photos Eric Schawb.)

TABINDA REMOVES HER VEIL

Pakistani women are lifting their heads. As a result of the terrific upheaval which followed partition, in which millions of refugees poured into Pakistan, women like the Begum Liaquat Ali Khan, wife of the former Prime Minister of Pakistan, led a movement to bring women out of "purdah" and into social and public life. It began with women going into the refugee camps to help nurse and serve these unfortunates. This has been followed by the training of women in the hospitals and the establishment of training in midwifery, hitherto left with lethal results to uneducated and insanitary "dais", or native midwives. Photo above shows Tabinda, a young Moslem girl, presenting herself at a midwives' school in Lahore and wearing a "burqua" to cover her face. Below, she pushes aside her veil to register as a nurse. For the story of Tabinda, symbol of the emancipation of the women of Pakistan, see page 5.